

answering this query, it should be noted in the first place, that McMaster, though ultimately amenable to the control of the Baptist convention through the appointment of members of the Board of Governors, aims to give not a sectarian but a Christian education. By the provisions of the charter, the university is a Christian school of learning, and the Bible must form a constituent part of the course of study, both in the university and academic departments, and all the teachers, masters and professors must be members in regular standing of evangelical churches, those in the theological department being members of Baptist churches. No religious test is required of any student except in theology, and even in this department, students of any religious faith are eligible to attendance on lectures. The genius of the university is disclosed in these words, taken from the address delivered by Chancellor Rand, on the occasion of the opening of the arts department:—"Christian education, as a conscious process, means the development of a life . . . the cultivation of true and pure tastes, the

choice and pursuit of worthy ideals, and the effort to establish a unity and balance of all the forces of one's nature . . . it means mastership through discipline."

In direct line with such an ideal of education, is the independence with which McMaster has prescribed a broad and liberal general course of study for every student seeking the B.A. degree. Believing that the development of man in the fulness of his powers, should precede the development of man as a specialist in any department, the aim is to give such a measure of liberal culture, to secure such a development of faculty and correlation of function, as shall in the end make the student not less, but more, of a doctor, a lawyer, or a minister, by becoming more of a man. In application of this principle, students are not allowed to take honor subjects until they have proved themselves able to maintain an average of first-class standing in their course. Thus, only the strong, well-qualified student may become a specialist, on the ground that such special work should be the outcome of the superabundance of his



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